



# Fact Sheet

## DANTES Subject Standardized Tests

### *PRINCIPLES OF SUPERVISION*

#### TEST INFORMATION

**Approximate  
Percent**

This test was developed to enable schools to award credit to students for knowledge equivalent to that which is learned by students taking the course. The school may choose to award college credit to the student based on the achievement of a passing score. The passing score for each examination is determined by the school based on recommendations from the American Council on Education (ACE). This minimum credit-awarding score is equal to the mean score of students in the norming sample who received a grade of C in the course. Some schools set their own standards for awarding credit and may require a higher score than the ACE recommendation. Students should obtain this information from the institution where they expect to receive credit.

#### CONTENT

The following topics, which are commonly taught in courses on this subject, are covered by this examination.

	<b>Approximate Percent</b>
I. Roles and Responsibilities of the Supervisor	<b>16%</b>
A. Definition of a supervisor	
B. Skill requirements (e.g., technical, communications, human relations)	
C. Multiple supervisory roles (e.g., facilitator, negotiator, spokesperson)	
D. Decision making and problem solving	
E. Values and ethics	
F. Authority	
II. Management Functions	<b>11%</b>
A. Planning at the supervisory level	
1. Definition of planning	
2. Types of planning (e.g. long-range, short-range)	
3. Goals and objectives	
4. The planning process	
5. Time management and delegation	
B. Organization and staffing at the supervisory level	<b>26%</b>
1. Organizational principles	
a. Line and staff	
b. Centralized vs. decentralized	
c. Matrix or project organization	
d. Span of control	
e. Unity of command	
2. Staffing principles	
a. Determining needs	
b. Legal considerations	
c. Recruiting and selecting	
d. Orientation and training	
C. Directing at the supervisory level	<b>26%</b>
1. Leadership	
2. Motivation	
3. Performance appraisal	
4. Working with diverse employees (e.g., people with minority status, disabilities, substance abuse problems)	
5. Maintaining discipline	
6. Counseling employees	
7. Employee development	

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	<b>Approximate Percent</b>
D. Controlling at the supervisory level	<b>9%</b>
1. Steps in the controlling process	
2. Budgetary considerations	
<b>III. Other Topics</b>	<b>12%</b>
A. Legal issues (e.g., sexual harassment, EEO, OSHA, AIDS)	
B. Stress management	
C. Union/nonunion environments	
D. Increasing productivity	
E. Quality concerns (e.g., quality assurance, quality circles, quality of work life)	

Questions on the test require candidates to demonstrate the following abilities. Some questions may require more than one of the abilities.

- Knowledge of basic facts and terms (about 20-25% of the examination)
- Understanding of concepts and principles (about 60-65% of the examination)
- Ability to apply knowledge to specific problems and situation (about 15-20% of the examination)

## **SAMPLE QUESTIONS**

1. Which of the following terms is commonly used to refer to each employee's obligation to execute all duties to the best of his or her ability?
  - (A) Authority
  - (B) Responsibility
  - (C) Delegation
  - (D) Accountability
2. The planning that supervisors do is directly derived from plans of
  - (A) customers
  - (B) subordinates
  - (C) upper management
  - (D) colleagues
3. A supervisor who works in a company that follows the parity principle of delegation would be most likely to say which of the following?
  - (A) "I have adequate responsibility but not enough authority."
  - (B) "I have adequate authority but not enough responsibility."
  - (C) "I have an equal amount of authority and responsibility."
  - (D) "I have adequate authority to meet my responsibility."
4. Which of the following is an example of a line employee?
  - (A) An industrial engineer
  - (B) A salesperson
  - (C) A security guard
  - (D) A manufacturing department foreman
5. Employee counseling is usually NOT appropriate for addressing an employee's
  - (A) marital problems
  - (B) substance abuse
  - (C) career planning
  - (D) preretirement planning
6. When a prospective employee is being interviewed, which of the following questions CANNOT be asked?
  - (A) "Do you have any training that qualifies you for this job?"
  - (B) "Do you have any relatives working for this company?"
  - (C) "What is your marital status?"
  - (D) "Are you in this country on a visa that permits you to work?"
7. Which of the following persons developed the theory of a hierarchy of needs?
  - (A) Douglas McGregor
  - (B) Rensis Likert
  - (C) Abraham Maslow
  - (D) Kurt Lewin

8. Maintenance of departmental discipline in a factory is the function of the
  - (A) human relations manager
  - (B) supervisor
  - (C) president
  - (D) shop steward
  
9. All of the following are steps in the controlling process EXCEPT
  - (A) establishing performance standards
  - (B) developing employee benefits
  - (C) monitoring performance
  - (D) taking corrective action
  
10. Which of the following organizations has the power to enforce basic labor laws?
  - (A) National Labor Relations Board
  - (B) Federal Mediation and Conciliation Service
  - (C) United States Department of Labor
  - (D) American Federation of Labor

## STUDYING FOR THE EXAMINATION

The following is a list of reference publications that were being used as textbooks in college courses of the same or similar title at the time the test was developed. Appropriate textbooks for study are not limited to those listed below. If you wish to obtain study resources to prepare for the examination, you may reference either the current edition of the following titles **or** textbooks currently used at a local college or university for the same class title. It is recommended that you reference **more than one textbook** on the topics outlined in this fact sheet. You should **begin by checking textbook content against the content outline** included on the front page of this Fact Sheet **before** selecting textbooks that cover the test content from which to study. Textbooks may be found at the campus bookstore of a local college or university offering a course on the subject.

Sources for study material suggested but not limited to the following:

Frunzi, George L., and Patrick E. Savini. *Supervision: The Art of Management*. Upper Saddle River, NJ: Prentice Hall, Inc., current edition.

Hilgert, Raymond L., and Edwin C. Leonard. *Supervision: Concepts and Practices of Management*. Cincinnati: South-Western Publishing Co., current edition.

Lowery, Robert C. *Supervisory Management: Guidelines for Application*. Englewood Cliffs, NJ: Prentice Hall, Inc., current edition.

Mosley, Donald C., Leon C. Megginson, and Paul H. Pietri, Jr. *Supervisory Management: The Art of Empowering and Developing People*. Cincinnati: South-Western Publishing Co., current edition.

Plunkett, W. Richard. *Supervision: The Direction of People at Work*. Boston: Allyn and Bacon, Inc., current edition.

Rue, Leslie W., and Lloyd L. Byars. *Supervision: Key Link to Productivity*. Chicago, IL: Irwin, current edition.

Steinmetz, Lawrence L., and Ralph H. Todd, Jr. *Supervision: First-Line Management*. Homewood, IL: Irwin, current edition.

Timm, Paul R. *Supervision*. St. Paul: West Publishing Co., current edition.

Travers, Alfred W. *Supervision: Techniques and New Dimensions*. Englewood Cliffs, NJ: Prentice Hall, Inc. current edition.

Von der Embse, Thomas J. *Supervision: Managerial Skills for a New Era*. New York: Macmillan, current edition.

Current textbook used by a local college or university for a course on the subject.

# CREDIT RECOMMENDATIONS

The Center For Adult Learning and Educational Credentials of the American Council on Education (ACE) has reviewed and evaluated the DSST examination development process. ACE has made the following recommendations:

Area or Course	
Equivalent:	Principles of Supervision
Level:	Lower-level baccalaureate
Amount of Credit:	Three (3) semester hours
Source:	ACE Commission on Educational Credit and Credentials

# INFORMATION

Colleges and universities that would like additional information about the national norming, or assistance in local norming or score validation studies should write to: DSST Program, Mail Stop 11-P, The Chauncey Group International, 664 Rosedale Road, Princeton, New Jersey 08540.

It is advisable that schools develop a consistent policy about awarding credit based on scores from this test and that the policy be reviewed periodically. The Chauncey Group will be happy to help schools in this effort.

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